Illinois Program of Study Expectations

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) calls for states to create secondary-to-postsecondary sequences of academic and career technical (CTE) coursework that lead students to attain a postsecondary degree, or industry-recognized certificate or credential.

Specifically, Perkins IV mandates that Programs of Study (POS), at a minimum:

- Incorporate and align secondary and postsecondary education elements;
- Include academic and CTE content in a coordinated, non-duplicative progression of courses;
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

A *program of study* is a structured sequence of academic and career and technical education courses that lead to a postsecondary-level credential (United States Department of Education, Office of Vocational and Adult Education, 2010)

Cluster: _____ Pathway: _____ Program of Study: _____

Date of Review: _____ Reviewer(s): _____

Initial Comments:

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Reviewer Instructions

Overview

The **Illinois Programs of Study Expectations Tool** is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal Program of Study requirements AND the high standards set in Illinois. It is intended to guide a reviewer - or an internal self-review team - through the various Expectations and quality indicators.

The intended audience for this tool is primarily those educational partners funded by Perkins, Title I and Perkins, Title II. This includes:
- Partnerships for College and Career Success;
- Education-for-Employment Regions;
- High schools;
- Community Colleges

The tool is organized around the **six guiding principles for implementation and evaluation of Programs of Study.** These principles are intended to assist stakeholders in the implementation and evaluation of Programs of Study. The guiding principles foster systems thinking and change at all levels of education, especially the secondary and postsecondary levels. They are based on research and promising practices that support systemic reform, educational change, and continuous improvement.

Using the Tool

Each page of the tool highlights a different guiding principle. The user is asked to consider the specific principle and associated "*design elements*" in order to make a determination of overall "Expectations." To simplify and expedite this effort, the principle/design elements have been grouped together based on similar characteristics. The "*Evidence*" column demonstrates the possible ways the design element can be achieved. The "*Examples of Acceptable Supporting Material*" column provides examples of materials that can used to verify implementation.

The tool includes the following items:
- POS Principle and Description
- Related Office of Vocational and Adult Education (OVAE) POS Components
- Associated Perkins IV POS Requirements (from the federal law)
- Related POS Design Elements
- Evidence
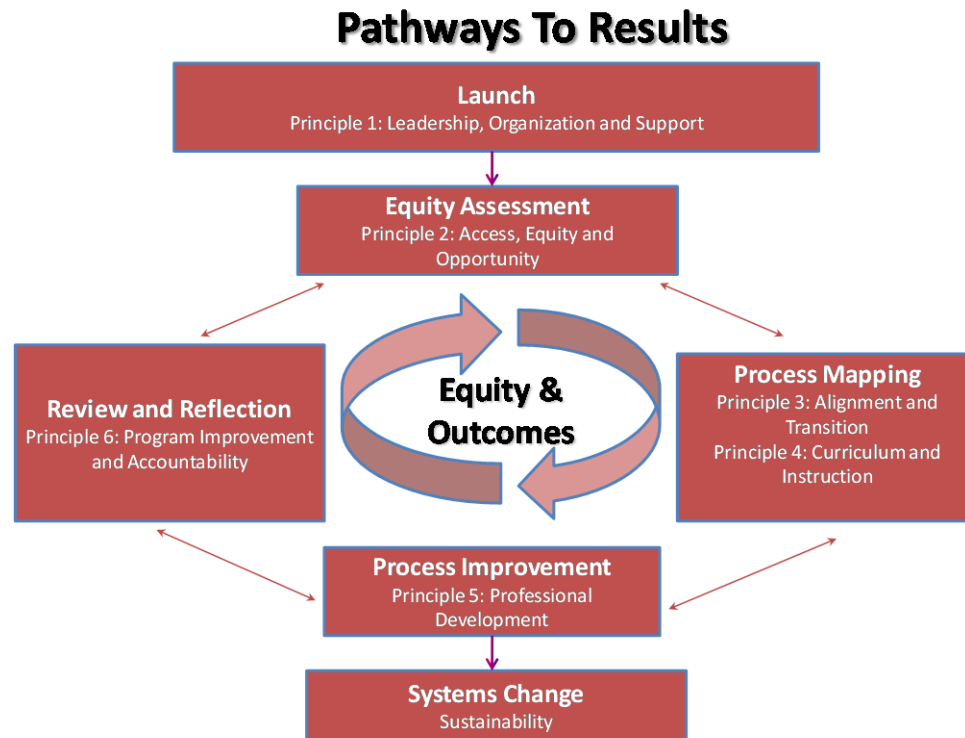- Examples of Acceptable Supporting Material
- Status

Determining Status

Ultimately, the user is asked to determine whether or not the POS project complies with the various compliance items **_and_** if the project has achieved any or all of the quality items. It requires significant knowledge of the POS being specifically analyzed, and the Illinois POS approach in general. This is not a simple task, and it cannot be accomplished without a significant investment of time and resources to examine the entire scope of the project.

Next Steps

After a thorough review has been completed, it is critical that the result be carefully considered by the Partnership and/or any relevant stakeholders. A facilitated conversation between the POS leadership and the reviewer (*if applicable*) can help determine what can be done to maximize the strengths of the POS, overcome identified barriers and enhance student success in the region. This is an effective way to launch a coordinated continuous quality improvement process.

Continuous Improvement (CI) Applied to Programs of Study

Pathways To Results

Launch
Principle 1: Leadership, Organization and Support

Equity Assessment
Principle 2: Access, Equity and Opportunity

Review and Reflection
Principle 6: Program Improvement and Accountability

Equity & Outcomes

Process Mapping
Principle 3: Alignment and Transition
Principle 4: Curriculum and Instruction

Process Improvement
Principle 5: Professional Development

Systems Change
Sustainability

Why is CI important to the implementation of programs of study?

- The function of programs of study is to improve student access, equity, and outcomes.

- A continuous improvement model is integrated in how NASDCTE and OVAE "measure" programs of study.

- The concepts present in the CI process are previously expressed in state work on POS, including the development of POS guiding principles and design elements presented in the *Illinois Program of Study Guide* (Taylor et al. 2009).

- Programs of study are emerging as a key element in Illinois' strategy to address critical skill shortages as well as in the State's application for Race to the To(see http://www.isbe.net/racetothetop/default.htm).

- CI can enhance school reform efforts because of its focus on academic achievement outcomes for diverse learners, and other related outcomes critical to student transition to college and careers.

How does CI relate to this monitoring tool? Continuous improvement is central to the development and implementation of programs of study. Perkins IV requires that each local area have *at least* one program of study to receive Perkins IV funding. The state of Illinois has embraced the idea that the development of a program of study is never finished. In other words, there is no terminal point at which the work on a POS ends. As such, this monitoring tool serves two purposes. First, it provides us with the minimum amount of information to certify that a high school / college / partnership does meet the mandates of Perkins IV. Second, it provides a baseline of information to inform the state agency staff and consultants regarding a programs progress about a program of study. It is not a substitute for the CI process but should inform that process.

Pathways to Results Applied to Programs of Study. The state has developed the Pathways to Results process for CI. Pathways to Results is a multi-step process aimed at improving student transition results in state identified career clusters and career pathways through the development of metrics, methods and tools that can be used for the creation and continuous improvement of programs of study. This process can be used for both Title I and Title II programs and has implications for improvement well beyond POS.

POS Principle 1: Leadership, Organization and Support

Programs of Study are developed, supported, and led with guidance from collaborative partners.

OVAE POS Components: #1 Local Policy Development, #2 Partnerships

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status

A CTE Program of Study must include the following:
A. Secondary and postsecondary education elements;
B. coherent and rigorous content;
C. a sequence of courses that is coordinated and non-duplicative;
D. a sequence of courses that align sec and postsecondary education;
E. the opportunity for secondary students to earn postsecondary credit;
F. the attainment of a postsecondary credential or certificate
	1) Leadership supports:
	a) authentic collaborative partnerships
	b) shared decision making
	c) a collaborative culture
	d) aligned vision, mission and goals
		MINIMUM EXPECTATIONS
		• Partnership Advisory Committee is established and active
		• Partnership Advisory Committee includes key secondary and postsecondary educational partners
		• Partnership operates under a signed MOU
		• Joint secondary and postsecondary advisory committee developed in selected POS
		   o Includes industry representation
		
		QUALITY EVIDENCE
		• Statement of partnership vision, mission and goals
		   o short term
		   o long term
		• Partnership operates under published rules that support collaboration
		• Strategic, operational, fiscal, and communication plans aligned with P-20 educational system
			☐ Letters of commitment and support from key stakeholders (sample attached)
			☐ Partners named (institutions and individuals)
			☐ Contact information documented in POS self-assessment (sects 1 & 2)
			☐ Partnership meeting schedule and minutes
			☐ Operational rules for Partnership
			☐ Completed section 1 & 2 of POS self-assessment (Module 1 & 2)
			☐ Developed and completed Pathways to Results Charter
			   o or comparable form
			☐ Developed timeline for major decisions
			☐ Published vision, mission and goals
				☐ ABOVE
				
				☐ MEET
				
				☐ WORKING TOWARDS

	2) Leadership establishes: a) memorandum of understanding b) joint secondary and postsecondary advisory committee developed to support POS		☐ Formal MOU among partners based on section 1& 2 of the POS self-assessment ☐ Advisory committee members named ☐ Meetings scheduled ☐ Minutes available ☐ Roles and responsibilities delineated	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS
	3) Leadership commits to providing: a) tangible and intangible resources b) technical assistance and technology to support POS	**MINIMUM EXPECTATIONS** • Technical Assistance to support POS is included in annual planning **QUALITY EVIDENCE** • Fiscal support/contributions of partners documented	☐ Annual plans documents resource commitment of partners ☐ Technical Assistance plan is developed (sample attached)	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS

POS Principle 2: Access, Equity and Opportunity

Each and every student has access to equitable educational opportunities and services that enable their success.

OVAE POS Components: #1 Local Policy Development, #8 Guidance Counseling and Academic Advisement

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status

A CTE Program of Study must include the following:
A. Secondary and postsecondary education elements;
B. coherent and rigorous content;
C. a sequence of courses that is coordinated and non-duplicative;
D. a sequence of courses that align sec and postsecondary education;
E. the opportunity for secondary students to earn postsecondary credit;
F. the attainment of a postsecondary credential or certificate
	1) Partnership provides:
	a) services supporting underserved, under-represented, and special populations students
	b) appropriate support services to promote student success
	c) programs and support services that are universally designed to promote success
	d) access to networks and resource
	e) services that reflect learners' and their families' perspectives/interests
	
	2) Partnership assists:
	a) all learners to overcome educational gaps and barriers
	b) students to overcome barriers to initial entry or re-entry
		MINIMUM EXPECTATIONS
		● Partnership uses data for program planning and improvement
		● Services offered to support underserved, underrepresented and special populations students
		● Information and resources are disseminated to counselors and faculty
		
		QUALITY EVIDENCE
		● POS partners engage in formal, purposeful reviews of past efforts and effective practices.
		● Counselors and faculty are engaged to help identify specific recruitment and retention strategies
		● POS partners complete an equity scorecard for selected POS.
		● Civil Rights Self-Assessment
			☐ Notes/minutes/materials from review of past efforts and effective practices
			☐ Notes/minutes/materials from data review efforts
			☐ proxy measures and data sets are identified (*if necessary*)
			☐ copy of completed equity scorecard
			☐ voluntary compliance plan developed as a result of the formal civil rights review
			☐ Special Populations program guides
			☐ Notes/minutes/materials from meetings with counselors and faculty delineated
			☐ Results from reviews of past efforts, including:
			  ○ recruitment and retention strategies for special populations and underserved student populations.
			  ○ examination of equity and outcomes data by race/ethnicity, and by special population group
			  ○ examination of postsecondary access and transition data by race/ethnicity and special population group
				☐ ABOVE
				☐ MEET
				☐WORKING TOWARDS

	3) Partnership clearly defines special populations subgroups for accurate reporting	**MINIMUM EXPECTATIONS** ● Compliant definitions are established for all Partnership members **QUALITY EVIDENCE** ● Spec pops data is used for program improvement.	☐ Special Populations program guides reflect the established compliant definitions ☐ Notes from planning meetings indicating use of data	☐ABOVE ☐MEET ☐WORKING TOWARDS

POS Principle 3: Alignment and Transition

Principle Statement: Education and training providers, with input from business and industry, enhance alignment that facilitates student preparation and transition through the educational pipeline.

OVAE POS Components: #2 Partnerships, #6 Course Sequences, #7 Credit Transfer Agreements

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status

A CTE Program of Study must include the following:
 A. Secondary and postsecondary education elements;
 B. coherent and rigorous content;
 C. a sequence of courses that is coordinated and non-duplicative;
 D. a sequence of courses that align sec and postsecondary education;
 E. the opportunity for secondary students to earn postsecondary credit;
 F. the attainment of a postsecondary credential or certificate
	1) The POS curriculum:
	 a) consists of aligned and non-duplicative secondary and postsecondary elements
	 b) includes a coherent sequence of courses that may lead to a baccalaureate degree.
	 c) is aligned with relevant educational, state, and industry standard/certifications
		MINIMUM EXPECTATIONS
		 • Sequence aligned with Illinois Learning Standards
		 • Sequences are coordinated and non-duplicative
		 • Completers are prepared to attain a postsecondary credential, certificate or Associate degree
		 • Dual credit agreement
		 • Evidence of alignment efforts aimed at reducing remediation
		
		 QUALITY EVIDENCE
		 • Sequences are aligned with industry standards
		 • Completers are prepared to attain a baccalaureate degree or higher
			☐ Coordinated non-duplicative sequences of courses
			 ☐ Opportunities for dual credit
			 ☐ Determine entry and exit points within the sequence
			 ☐ Advisory council meeting materials, including:
			    o Discussions with industry partners
			    o Sequencing decisions
			 ☐ Dual credit/postsecondary credit options
			 ☐ Documentation on how sequence is designed to reduce remediation
			    o Alignment of secondary-postsecondary academic outcome
			 ☐ Curriculum mapping notes/materials
			 ☐ Student-centered materials discussing:
			    o Postsecondary options
			    o Career options
				☐ ABOVE
				
				 ☐ MEET
				
				 ☐ WORKING
				
				 TOWARDS

	2) The POS allows for a) multiple entry and exit points b) stackable credentials. c) students to build and/or increase their "college knowledge" in order to make informed decisions	**MINIMUM EXPECTATIONS** • Sequence demonstrates evidence of curricular mapping **QUALITY EVIDENCE** • POS is part of a larger "stackable" curriculum • Informing students of postsecondary and career options is infused into the POS		☐ ABOVE ☐ MEET ☐ WORKING TOWARDS
	3) The POS is supported by: a) Articulation agreements b) Data-sharing agreements	**MINIMUM EXPECTATIONS** • POS based on articulation • POS uses relevant local data **QUALITY EVIDENCE** • Articulation agreements are regularly reviewed/updated • Dual credit agreement(s)	☐ articulation agreements in POS ☐ Data sharing agreements in place ☐ Articulation review schedule ☐ Dual Credit options in POS	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS

POS Principle 4: Enhanced Curriculum and Instruction

Curriculum and pedagogy involve rigorous and relevant instruction that enhances learning and enables students to attain academic and technical standards and credentials.

OVAE POS Components: #9 Teaching and Learning Strategies

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
A CTE Program of Study must include the following: A. Secondary and postsecondary education elements; B. coherent and rigorous content; C. a sequence of courses that is coordinated and non-duplicative; D. a sequence of courses that align sec and postsecondary education; E. the opportunity for secondary students to earn postsecondary credit; F. the attainment of a postsecondary credential or certificate	1) The POS curriculum includes: a) Integrated academic and technical content b) career exploration, development and guidance throughout the educational system c) involvement from business, industry and community partners d) dual credit opportunities in CTE and/or academic courses e) multiple measures of assessments f) rigorous foundation of CTE and academic content	**MINIMUM EXPECTATIONS** • Academic core curriculum offered as part of POS • Support for academic integration integrated into the grant plan • Dual Credit options associated with POS • POS Advisory Committee includes key business/industry partners • Supportive career exploration offered to POS students • Assessment results connected with grant planning • Cross-curricular meetings **QUALITY EVIDENCE** • Professional development offered to faculty to help expand integrated learning • Institutional researchers engaged in the POS process • College and Career Readiness Standards utilized	☐ Sample lesson plans and syllabi that includes problem based learning ☐ Professional development materials supporting academic integration ☐ Professional development materials supporting career exploration ☐ Dual credit/articulation agreements/materials ☐ Work-Based Learning materials ☐ Evidence of cross-curricular meetings ☐ Advisory council roster/meeting materials ☐ Notes/minutes/materials from data review efforts ☐ proxy measures and data sets are identified (*if necessary*) ☐ copy of completed equity scorecard ☐ voluntary compliance plan developed as a result of the formal civil rights review	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS
	1) The POS curriculum and pedagogy are designed to: a) reduce the need for remedial/developmental education b) develop, improve or expand the use of technology	**MINIMUM EXPECTATIONS** • Alignment of academic/CTE content • Technology plan developed by relevant stakeholders **QUALITY EVIDENCE** • Professional development offered on enhanced learning though technology	☐ Notes from alignment meetings/workshops ☐ Technology plan elements ☐ Professional development materials supporting technology	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS

POS Principle 5: Professional Preparation and Development

Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation and retention of qualified instructional and administrative staff.

OVAE POS Components: #3Professional Development, #8 Guidance Counseling and Academic Advisement

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
A CTE Program of Study must include the following: A. Secondary and postsecondary education elements; B. coherent and rigorous content; C. a sequence of courses that is coordinated and non-duplicative; D. a sequence of courses that align sec and postsecondary education; E. the opportunity for secondary students to earn postsecondary credit; F. the attainment of a postsecondary credential or certificate	1) Professional development opportunities are coordinated with: a) teacher certification or licensing, in-service and pre-service learning b) needs assessment	**MINIMUM EXPECTATIONS** • Professional development is coordinated with other local reform initiatives/school improvement plans. • Outcome of needs assessment utilized for planning and development	☐ Evidence of connections between professional development and local reform initiatives/school improvement plans ☐ Compiled Needs Assessment ☐ Evidence that professional development plan is based on needs assessment ☐ Professional development materials/curricula/attendance ☐ Best practices compilations	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS
	2) Professional development opportunities are comprehensive and instruction-focused in order to have an impact on classroom instruction.	**MINIMUM EXPECTATIONS** • Professional development plan is developed • Coordinated professional development is offered to teachers, counselors and administrators **QUALITY EVIDENCE** • Professional development is comprehensive and continuous • Best practices from local, regional, state and national sources is shared with partners		☐ ABOVE ☐ MEET ☐ WORKING TOWARDS
	3) Professional development opportunities are designed to: a) improve the quality of instruction b) maximize resources c) Share promising practices d) Support collaboration between secondary and postsecondary educators to encourage alignment and integration			☐ ABOVE ☐ MEET ☐ WORKING TOWARDS

POS Principle 6: Program Improvement and Accountability
Data are collected, shared, and utilized to improve outcomes and demonstrate accountability.

OVAE POS Components: #1 Local Policy Development, #2 partnerships, #3Professional Development, #4 Accountability and Evaluation Systems, #10 Technical Skill Assessment

Perkins IV POS Requirements	Design Elements	Evidence	Examples of Acceptable Supporting Materials	Status
A CTE Program of Study must include the following: A. Secondary and postsecondary education elements; B. coherent and rigorous content; C. a sequence of courses that is coordinated and non-duplicative; D. a sequence of courses that align sec and postsecondary education; E. the opportunity for secondary students to earn postsecondary credit; F. the attainment of a postsecondary credential or certificate	1) Programmatic activities are evaluated using multiple forms of assessment and measurement	**MINIMUM EXPECTATIONS** • Multiple assessment measures are utilized for program planning and improvement	☐ Notes/minutes/materials from data review efforts ☐ Notes/minutes/materials from LMI review efforts ☐ proxy measures and data sets are identified (*if necessary*)	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS
	2) Data are used to: a) inform a culture of program improvement b) foster local improvement and regional development. c) inform program development and implementation with labor market data 3) A data collection system is developed with the capacity to: a) collect longitudinal data b) collect reliable and valid data at each educational level c) provide disaggregated and cohort based gap analysis on different student groups d) assist partnerships to set specific performance targets and establish measureable goals	**MINIMUM EXPECTATIONS** • Data is collected and used for annual planning and program improvement • LMI is used for annual planning • Data is provided by all educational partners • Perkins performance data is reviewed by relevant partners **QUALITY EVIDENCE** • Data is systematical collected from all relevant partners • Data is systematical shared with relevant partners on an ongoing basis • Longitudinal data is collected and used for annual planning and program improvement • Data is used to perform gap analysis	☐ Copies of data sharing agreements ☐ Data dissemination guidelines ☐ Longitudinal data system procedures ☐ Gap analysis materials ☐ Notes/materials from Perkins data meetings ○ Meetings include secondary and postsecondary partners	☐ ABOVE ☐ MEET ☐ WORKING TOWARDS